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AUTHOR Rose, Claire; Nyre, Glenn F.
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ABSTRACT

In order to encourage the professional instructional staff to develop innovative teaching strategies and techniques, the Los Angeles Community College District established an Instructional Development Grant Program (IDG) in 1973. This evaluation is based upon a variety of data sources: campus visits, surveys, telephone interviews, and data provided by IDG, including project proposals, final reports, lists of grants, and interviews. Descriptions of individual projects, along with evaluations by the grantees, an analysis by college and amount of funds, and an analysis by objective are presented. The funding strategy for the IDG program was based on the assumption that a small amount of money (\$3,500 per grant) would be sufficient to stimulate faculty experimentation and, at the same time, allow a larger number of faculty projects. Recommendations include: an improved evaluation system for individual projects; a change in project emphasis from instructional resources; an increase in project visibility from one campus to another; steps to assure comprehensive, rather than individual, faculty development. Appended is the Instructional Development Grant Program Guide for 1975-76, which outlines IDG procedures. (NHH)

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

AN EVALUATION OF THE 1973-74 INSTRUCTIONAL DEVELOPMENT GRANT PROGRAM

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

Office of Instructional Development

July 1975

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INTRODUCTION

The IDG Program was established by Chancellor Koltai in 1973 "to encourage developmental work by District faculty members toward innovative approaches designed to have a positive impact on the learning process."

Twenty-nine grants totalling \$84,221 were selected for funding in 1973-74. As this was a new program, time was required to develop procedures for implementation. Consequently, a majority of the projects were extended into the 1974-75 year.

Dr. Claire Rose and Dr. Glenn F. Nyre of the Evaluation and Training Institute located in Los Angeles conducted an evaluation of the program in the spring semester of 1975. The findings from the evaluation are presented in the report. Also included is an analysis of the 1973-74 grants by the purpose of the project, the number of projects funded at each college, and the amount of funds allocated.

John T. McCuen
Vice Chancellor, Educational Planning and Development

Louis F. Hilleary
Director, Instructional Development

AN EVALUATION OF THE INSTRUCTIONAL DEVELOPMENT GRANT PROGRAM

by Dr. Claire Rose and Dr. Glenn F. Nyre

The Instructional Development Grant Program (IDG), established by the Chancellor of the Los Angeles Community College District, is unique in the sense that, although similar programs have been undertaken in other districts in California and the country, to our knowledge it is the only program which has undertaken a systematic and rigorous formative evaluation so critical to reasoned program change and modification.

Moreover, the program is unique in that despite its centralized nature, it has been unusually sensitive to the needs and values of the individual campuses. In fact, reports from project directors and administrators indicate that the IDG program has had a great deal of genuine impact on a number of campuses.

This program has been successful not only in accomplishing its initial goals, but in the greater potential it has for future success and district-wide impact. Very few problems with the program were manifest, and most of them, described at the end of this report, are of a technical or procedural nature.

Seven new courses were developed and made a part of the regular curriculum; twenty new instructional sequences were developed and incorporated into existing courses. As a result, student motivation and retention were increased as instruction became more responsive to their needs, and faculty time was freed to work with students on an intensive basis or to develop additional instructional materials and resources.

Faculty morale has increased as well. In the words of one faculty group

interviewed, "an avenue for intellectual growth has been provided for top-flight faculty who otherwise might have looked to a four-year college appointment for stimulation." In other words, faculty retention seems to have been promoted out of desire, not need. Faculty have received District encouragement to engage in both practical and applied scholarship for the benefit of themselves and their students, and thus have received the financial and moral support necessary for continued professional development within their own community college. An excited and stimulated faculty, in turn, can more readily excite and stimulate students, the ultimate benefactors of our instructional efforts.

Many of the faculty explored new instructional techniques, particularly media of all types, and as a result, have added new and important skills to their teaching repertoire. This, too, has resulted in increased professional growth and pride.

There is substantial evidence that innovations instituted by faculty members with the assistance of the program are stimulating other faculty to try out new teaching techniques. Many of the projects have tested some of the rhetoric of postsecondary education, including that of educational reform. We know that many students are neither motivated nor equipped to undertake full responsibility for their own learning, regardless of the quality of learning assistance materials used. Many of the projects have served to better define the variety of program structures required for students to succeed in community colleges.

To a significant degree, the project directors have gained important experience in the application of educational technology to instruction.

Faculty have learned that technology has its limitations as well as advantages. Even more important, it has brought to the attention of other faculty a number of different ideas which they have since used in their courses and programs.

Our impression, and we think it is a valid one, is that none of the faculty "invented" a project to compete in the program. Rather, all of them had an interest in these directions long before, but needed the compensations of time and money in order to develop and implement their ideas. In fact, we were greatly impressed with the creativity and dedication of the faculty we interviewed. Many of them put in much more time on their projects than they were actually paid for, and several of them also incurred additional out-of-pocket expenditures. All of them were exceptionally proud of their "products", and rightfully so. In fact, herein may lie our most important recommendation for improvement of the IDG program.

Since the purpose of the program was to encourage the professional staff to develop innovative strategies and techniques to meet the almost cataclysmic challenges which exist in postsecondary education today, and since the program has accomplished these goals with the 1973-74 projects, it is difficult to understand why the Office of Instructional Development has not done much more to "spread the word" about this program throughout the State. We feel that this issue is so critical that we have mentioned it at the outset and strongly urge the District to sponsor a "showcase" workshop or conference to highlight and demonstrate the various projects and programs that have been developed through the IDG program. This would not only give the faculty who developed the courses or programs an

opportunity to share their work and experiences and receive the added approval and recognition of their colleagues, but it should also serve as a catalyst to other faculty within this district and others, providing even greater incentives for them to spend the time and energy necessary for experimentation and innovation.

Of course, it should be noted that this was not a "summative" or end of program evaluation. Rather, it was an evaluation of only the first year's efforts since the projects for the second year have yet to be completed. It is our recommendation, therefore, that additional, yearly comprehensive evaluations be undertaken in order to maintain ongoing documentation of experimentation and to provide cumulative data on the success of the IDG program. Through continuous and comprehensive programmatic evaluation, it will be possible to determine even more definitively the kinds of courses, materials and programs which can be developed for the greatest impact on both faculty and students.

PROCEDURE

This report is based upon a variety of data sources in order to increase the reliability of our judgments. These data sources are as follows:

1. Campus visits. We made visits to each of the seven community colleges in the Los Angeles District which had IDG projects funded during the 1973-74 academic year, interviewing faculty who had received grants from the program as well as key administrators -- most often including the Dean of Instruction or Development.
2. Analysis of data provided by the Office of Instructional Development. This included project proposals, final reports, lists of grants awarded, the Instructional Development Grant Program Guide and interviews with the Director of Instructional Development.
3. Surveys. A short questionnaire was sent to a random sample of faculty within departments where a project was undertaken.
4. Telephone interviews. These were conducted with key community college faculty and administrators throughout the state. Telephone interviews were also conducted with key administrators in both the District Chancellor's Office and the Statewide Office as well as other agencies regarding the visibility of the program.

A description of the individual projects funded at each college is presented in Appendix A along with a specific program evaluation. A

summary of the results obtained from the several data sources enumerated above and our recommendations for programmatic modifications are presented in the following section of this report.

FUNDING STRATEGY

The IDG program was initiated on the assumption that a small amount of money (\$3,500) would be sufficient to stimulate faculty to experiment and investigate innovative teaching techniques, methods and courses. We feel that this was a sound assumption. The amount of money stipulated is large enough to allow faculty the flexibility necessary to explore new ways of teaching or to develop new instructional materials. At the same time, these funds are small enough to allow for a large number of faculty projects, thus "spreading the wealth" to maximize impact.

Although this funding strategy is basically an excellent one, there are two problems which may well be endemic to organizations working through tax supported organizations. One is the lack of assurance of continued funding. This problem of uncertain funding within the District brought comments from several of the faculty interviewed. However, we recommend that some consultation between the Office of Instructional Development and the campuses should be undertaken to explore such questions as how one could assure a project of continued funding, even though the budget is appropriated annually. Many faculty felt that this was a program limitation, commenting that "it is not fair if you develop a pilot project that is successful and then cannot complete the developmental phase and imbed the project."

Of course, not all of the projects would require additional funding, but some work needs to be done to assure the continued development of projects that have been judged successful in their pilot years and need some subsequent assistance.

With this in mind, we recommend that the District Office give considerable attention to some comparative evaluation of the outcomes of the various projects in order to develop a rational approach to allocating money to continue those projects which should be continued or expanded.

We also recommend that the district must devise a more judicious and efficient payment strategy. As we mentioned at the outset, the only problems that occurred with the program as far as the project directors were concerned were those of a technical or procedural nature. In all cases, this involved the payment of project costs. In some cases, project directors purchased supplies or equipment and were subsequently told that they had not filed the appropriate forms and were never reimbursed. In other cases, because of the district's work-hour limit for faculty, their stipends were paid over a two year period instead of over the duration of the project. Another bothersome area concerned the movement of budget line items. We feel such flexibility is inevitable as project costs are bound to shift somewhat from the original estimations and recommend that it be allowed within specified limits without undue paperwork.

ROLE OF THE STAFF OF THE OFFICE OF INSTRUCTIONAL DEVELOPMENT

We were both surprised and impressed with the high regard in which the members of the Office of Instructional Development staff administering the IDG program were held on the campuses. Contrary to most bureaucratic organizations, the faculty and administrators on the campuses did not perceive the "central authority" in any negative way. On the contrary, they viewed them as competent and extremely helpful. The only criticism regarded the availability of the staff, and in a sense should be viewed as a compliment rather than a criticism. The faculty as a group felt that they would benefit from more direct inputs from the Office of Instructional Development staff, and several of them suggested a liaison person from the district office who would come to the campus and visit with the project directors both prior to and during the development of the projects.

We realize that compliance with that suggestion would impose a tremendous burden on the already busy Office of Instructional Development staff, and recommend that they develop a roster of community college faculty who are specialists both in an academic discipline and in some particular area of experimental programs, such as computer-assisted instruction or media usage. Such people could be used not only for program monitoring and assistance, but also in the program development stage.

Such a consulting group would also act as a dissemination device within the district by involving more faculty in the IDG program. We feel this is an area in which the IDG staff should concentrate in order to also provide the campuses with better information about the policies and

guidelines of the program. The amount of time given by the Deans of Instruction or Development varied due to their differing degrees of experience in developing and implementing proposals and projects. Some deans spend a great deal of time and effort with the faculty both in the proposal-writing stage and during the project. In other cases, the faculty were left on their own and felt the lack of guidance and interest on the part of a knowledgeable administrator.

It is in the interest of the Office of Instructional Development to assure faculty understanding and compliance with administrative criteria in order to maintain the quality of the program. We therefore do recommend that a District liaison person be appointed who would be able to train and subsequently work with campus contact persons. In this way, greater dialogue and mutual support can be provided between the District Office and the campuses.

The training program might include a short handbook detailing duties, resources and ways in which to deal with the specific kinds of problems that faculty may encounter in the development of their projects. A weekend retreat, for example, could be held during which some of the common difficulties normally encountered might be shared. A multiplier effect might be facilitated by making better use of trained faculty so that a larger percentage of them could become actively involved in the IDG program. When a cadre of trained faculty is developed, it will be important to keep that expertise going not only for the professional development of the faculty involved, but for the benefit of the District as a whole.

One of the initial tasks of a program such as the IDG is to raise the aspiration and competence levels of faculty within the District. It seems to us that this has been done to a considerable degree, and the next focus should be to keep those faculty members involved in a number of ways in order to increase even further the impact of the program and to improve the quality of teaching within the district. The cadre of trained faculty should be most useful towards accomplishment of this important goal.

VISIBILITY

As we mentioned at the outset, there is a lack of visibility of the projects from one campus to another. Many of the projects have District-wide potential and yet are not known by faculty on other campuses. Certainly one obvious way in which to promote the cross-fertilization of ideas and projects among the campuses would be to write about them in a District newsletter on Instructional Development, perhaps highlighting projects of a similar nature across disciplines, such as media or computer-assisted programs.

In addition, we recommend that topical workshops or a "showcase" conference be planned for faculty throughout the District. Such a conference would involve large numbers of faculty and could become a highlight of each academic year. If this strategy proves too expensive, smaller workshops or conferences could be held where faculty from other campuses could receive "hands-on" experiences in some of the many interesting techniques and methods developed through this program.

In any event, we urge the Office of Instructional Development to consider all avenues to increase the visibility of the individual projects and to further the impact of the program so that faculty from all of the District campuses could make use of the fine materials and media developed on other campuses. Of course, it would be most important that these workshops or conferences be evaluated to make sure that they are effective and that they do in fact promote the increased use of project-developed materials and programs.

In every instance where faculty members were aware of projects on their campus, the majority rated them as worthwhile. However, knowledge was usually limited to projects within their own department. Since the methodology and content for so many of the projects are transportable to other disciplines, this situation should be remedied. We therefore additionally recommend that a resource book or monograph briefly describing each of the individual projects be prepared and distributed to faculty throughout the system.

Many of the non-involved faculty were much aware of the paperwork demands and financial delays involved with managing a project. Even so, there was almost unanimous support of the concept of the IDG program, several gave unsolicited praise to "downtown" for having instituted such a program, and over one-third of the respondents said they plan to apply for a grant at some time in the future.

SUMMARY

The IDG program has been successful. Replicable instructional materials are available District-wide, and as we described earlier, new courses have been introduced into the curriculum.

More must be done to assure quality projects in the future. To date, grantees have been responsible for their own evaluation, and there are two obvious problems with this approach. First, most faculty simply do not have the competencies necessary to provide for adequate evaluations. Secondly, even if they did, it is difficult to act as an evaluator on one's own project. As a result, we feel that much more could be done to assure the success of the program by providing for individual project evaluations in the following manner.

First, the District liaison officer could help the project directors establish sound evaluation guidelines for their projects and assist in the on-going evaluations of the projects. Secondly, the cadre of faculty established on each campus could include some persons skilled in evaluation who could work on a continuing basis with the project directors on their campuses. An evaluator who has the dual advantage of producing good evaluations as well as helping the project directors with particular material or course content. By using campus faculty in this way, more faculty would again be involved in the IDG program.

In conclusion, two additional recommendations are in order, both arising out of the success of the program to date. First, it is clear that in great measure the projects developed have concentrated on instructional resources, especially self-paced mediated materials of one variety or

another. It is time to encourage at least a portion of the projects to explore extensively ways of assessing student learning independent of organized courses and to begin to define the measure required competencies at the certificate or degree level. We recommend that such a programmatic thrust be considered for subsequent years.

Secondly, although this program has brought about a great deal of professional growth on the part of the individual faculty involved, greater and more systematic attention should be paid to comprehensive faculty development to assure the continued revitalization of faculty. The kind of program would encompass district-sponsored workshops and training activities that would encourage faculty to examine their roles, their relationships with students and each other, and their institutional as well as their instructional environments. Training in a judicious evaluation system that recognizes the broad dimensions of teaching and is sensitive to the many varieties of students, types of campuses, styles and kinds of instruction and alternative delivery of instructional program would be essential elements in such a program.

We feel that a program of this type which would incorporate and blend innovation, change and faculty development is essential if the district is to continue to remain viable and responsive to its student's learning needs. A coordinated and systematic effort for creative change and renewal has been initiated through the IDG program. That momentum must be continued and expanded.

APPENDIX A

Evaluation of Projects

College: City College

Project Title: Development of Tutorial and Media Aids for the
disadvantaged students in the Dental Assisting Program.

Project Director: Barbara Blade

Description of Project: Audio-tutorial materials were prepared to assist the dental student to master basic dental concepts through practice that is not possible in the traditional classroom situation. Approximately 300 slides have been developed along with a narrative tape.

Evaluation: The instructional aids developed in this project are available to students wishing review or additional skill practice. However, two very important elements are available in addition to those which enhance their use: supplemental worksheets to help diagnose problem areas and tutorial assistance to encourage the slow learner and direct the student to appropriate segments of the materials. The primary motivation for the development of these materials was to provide assistance to the scholastically disadvantaged students in the Dental Assistant Program, but it is our opinion that the material benefits students at all levels of entry knowledge and skills.

Recommendations: These materials were presented to both the California Association for Dental Assistant Teachers and the media division of the American Association of Dental Schools. However, like so many of these projects, it remains virtually unknown in the district, giving more credence to our call for more local visibility of the IDG projects. These materials should be showcased to faculty in the district and similar types of materials encouraged.

College: City College

Project Title: Harmony I: An audio-tutorial program consisting of 12 tapes and 400 visuals.

Project Director: Florence Jolley

Description of Project: Twelve audio tapes and slides simulating a class situation in Harmony were developed. The materials were designed to supplement class instruction and provide the students with review and drill of basic harmony skills.

Evaluation: These instructional modules have been wholeheartedly accepted by the students and have increased the retention of students in the music department. They are available whenever the students feel the need to review and are being used in 21 classes. The most important impact of these materials is that they have reduced the time necessary for students to develop their basic harmony skills, and as a result students are ready to proceed in three weeks time compared to the six weeks formerly necessary for them to move into more advanced work in music.

The modules are useful for other faculty in the district and are available at the Learning Resource Center at City. A workbook is in the process of being completed (prepared on the instructor's own time) and should significantly enhance the project. The materials have been reviewed by the Encyclopedia Britannica and are capable of publication and wider dissemination.

Recommendations: These materials should be packaged for publication and broader dissemination. They should be demonstrated to faculty on all district campuses particularly as an example of the way in which media can be used to reduce learning time at the same time that student interest can be increased.

College: City College

Project Title: Mexican-American Contributions in U.S. History: A Multi-media program

Project Director: Armando P. Cisneros

Description of Project: A series of multi-media programmed units of instruction were developed to be integrated into an existing course on Mexican-American culture and history. The materials are self-paced and reflect both history and culture.

Evaluation: These materials should be an excellent addition to classes dealing with any aspect of Mexican-American culture or history on any campus. They provide students (both Anglo and Mexican-American) with greater insights and appreciation of the Mexican contributions to the United States and the Southwest in particular. By creating a feeling of pride in the heritage of these peoples, the materials should also be beneficial in outreach programs designed to attract Mexican-American students to the college.

In addition, the materials could be used in faculty development programs providing an example to the faculty of the way in which media can be used to enrich traditional learning methods.

Recommendations: These materials should be demonstrated to faculty on other campuses for use in their classes as well as in community enrichment and outreach programs.

College: City College

Project Title: Software for Computer Assisted Instruction for students
in law and law related programs: a pilot project.

Project Director: John C. Weaver

Description of Project: Supplementary course materials were prepared to assist students in mastering the basic concepts of law and law-related subjects. The materials consist of APL tutorial programs to be used by faculty and students at APL terminals currently installed on the City campus.

Evaluation: The materials developed provide an extremely flexible testing and training program for students, providing them with immediate testing and feedback on their basic skill development. Printouts are available to the student for review and study during out of class hours. As a result, they are able to move at their own pace and can move more quickly into the more substantive content of the course. The availability of these materials permit a content mastery level of 100% to be established for basic law skills as students can repeat the programs until they have reached the mastery level. Preliminary evidence also indicates that students have increased their scores in related course work.

The programs are stored in the district's computer and are thus available to other faculty in the district and are adaptable for any legally-oriented school.

Recommendations: Workshops should be held to acquaint faculty in the district with these materials. At the least, this project should be publicized through distribution of a resource book so that faculty can become acquainted with the possible use of these testing programs in their course where appropriate and the possibility of devising similar types of testing programs for other types of courses.

College: East Los Angeles

Project Title: Establishment of a Contract College

Project Director: Louie R. Sarracino

Description of Project: As part of an in-service teacher training program, ten teachers and students visited several new or experimental colleges in California in preparation for the establishment of a contract college in which new courses offering new options for students are developed.

Evaluation: The trips have been completed and several committee meetings have been held by the participants. It is too early to evaluate the long term impact of this project since plans are now underway to develop the contract college.

Recommendations: Although faculty and administrators are supportive of the project, it is too early to make a definitive evaluation of the merits of this project. However, it is likely that the amount of funds necessary to fully implement this project will be too great for the current level of the IDG program and therefore it may not be possible to implement the program unless additional funding sources are engaged.

Therefore, we recommend that careful evaluation of the proposed college plan be conducted before subsequent funding or implementation is undertaken.

College: East Los Angeles

Project Title: Instructional Films for the Area of Underwater
Photography

Project Director: Joseph L. Lingrey

Description of Project: Two motion pictures have been produced which will teach students about the underwater environment, underwater safety techniques and the techniques of underwater photography.

Evaluation: Although East Los Angeles College is the only community college to have an underwater photography elective course in its photography major, no appropriate instructional materials were available. The production of these films has provided the essential instructional materials previously lacking for this course. At the same time, the films are replicable and can be used by other colleges in a variety of photography or science courses and would be an excellent vehicle for community service and outreach programs.

Recommendations: These materials should be duplicated and stored in the instructional aids library. They should be showcased to faculty on other campuses so that they may be used in other courses and in other college community and outreach programs.

College: East Los Angeles

Project Title: Mural Painting Project

Project Director: Roberto Chavez

Description of Project: Slides and films of the on-going preparation of a mural were developed at the same time that a magnificent mural was added to the campus environment. The slides illustrate the step-by-step evolution of mural painting reflecting the Mexican-American culture and forming the basis for a new course entitled "Murals and Barrio Art", now a regular part of the art curriculum.

Evaluation: The value of a new course and replicable materials for portraying the beauty of the Mexican art is only surpassed by the beauty of the mural itself. Students and faculty alike are enthusiastic about the mural which has become a focal point of pride for the community as well as the college. Both students and faculty have requested that more such murals be painted on the campus and the quality of the art work is indisputable.

Recommendations: The intensive involvement of students in the project chronicled through the film should be considered in funding subsequent projects. The dedication of the artist and the resultant beauty of the project warrant special attention. Faculty from other campuses should be invited to see this mural and perhaps consider the addition of similar types of murals to their campus environments. Certainly, district approval of this project should be great and special tribute paid to the project director.

College: East Los Angeles

Project Title: Visiting Dignitary Program

Project Director: Hyman Weintraub

Description of Project: This project involved the direction of a visiting dignitary program in which distinguished persons from a variety of fields came to the campus to meet with and speak with various groups of faculty and students.

Evaluation: Both students and faculty have had the opportunity to talk with important people in the fields of politics, music, and literature. For example, Eileen Hernandez, an officer of the National Organization of Women, spent three days on campus, meeting with the student council, psychology classes, women's groups on campus and general faculty. New ideas and excitement can be generated among both students and faculty who do not usually have the opportunity to meet with national figures on a face-to-face basis.

Recommendations: Despite the benefits noted above, we caution against the funding of this type of program in the future, since it is difficult to maintain quality control and adequate funds are not available for such people to spend the intensive amount of time on the campus which is necessary for maximum impact. The project director has found it extremely difficult to locate people of high caliber who will come to the campus on a voluntary basis and has spent a great deal of time above and beyond the best use of his time for the kind of benefits that can be received.

College: Los Angeles Harbor College

Project Title: Architectural Video Tape Production

Project Directors: Arthur Wakita and William Burchfield

Description of Project: A series of twenty-five video tapes on thirteen topical areas, composing almost eight hours of time, and including every major aspect of architectural instruction being offered at the college was developed. Among these tapes were also introductions to architectural study at five senior institutions in the state and an overview of various schools of environmental design.

Evaluation: These video tapes contain such a range of topical areas that all of the courses in architecture can make use of them for purposes of individualized learning, review and supplemental information. Students who enroll late, are absent, learn more quickly or slowly than others, or who wish to learn a specific topical area in depth have the material well-chronicled and easily available in the school library's study carrels. This enables the instructors of various courses to respond to more students' learning needs than allowed by traditional means and materials.

The additional opportunity for students to gain exposure to specific requirements and foci of senior institutions of architectural and environmental design should assist them in making more realistic decisions concerning vocational choice and the degree to which they choose to pursue their training. If they favor continuing at a senior institution, they will be better able to plan their course of study at Harbor.

Recommendations: The existence of these videotapes should be widely promoted even beyond the district campuses and other community colleges. Increased knowledge of their content and quality would surely increase the reputation of architectural preparation at Harbor for both employers and institutions to which students are considering transferring for further study. If properly introduced to the materials, many of the district's career counseling programs could benefit from the overviews of the various architecturally-related four-year degree programs.

College: Los Angeles Harbor College.

Project Title: The Development of "new" Instructional Media by
25 instructors.

Project Director: Sally Gay

Description of Project: A training program through UCLA Extension was provided to prepare 25 Harbor instructors to develop audio tapes, video tapes and slide presentations to enhance their classroom teaching and learning.

Evaluation: Twenty-eight instructors each developed at least 3 video tapes as well as other types of media through this project. Thus, this project may well be an exemplar both for its cost-effectiveness and its yield. The video tapes or slide presentations focused on concepts usually found difficult by students, thus considering the fact that 28 instructors were involved, the number of students who will benefit from this project is impressive. Moreover, the 28 instructors expanded their own professional skills and at least 28 courses were rejuvenated through the addition of new mediated sequences.

Recommendations: The mediated sequences should be demonstrated to the faculty at large and made available to faculty at other district campuses.

Even more important, we feel that this project represents the best use of the grant money by involving a maximum number of faculty for the same amount of money, and even more, providing the greatest benefit for the largest number of students. Projects of this type whereby many faculty members are involved in a training program both to develop their own skills and produce instructional segments (mediated or otherwise) should be actively encouraged. In fact, the district might consider allocating a certain portion of the IDG program money for the funding of multi-faculty projects only. At the least, this program should be publicized to the faculty throughout the district so that the collaboration of faculty on projects would be stimulated.

College: Los Angeles Harbor College

Project Title: Expansion of an audio-tutorial program, including tapes and outlines, for History Eleven, into an audio-video tutorial program.

Project Director: Jack S. Radabaugh

Description of Project: Sixty-eight media segments were produced for History Eleven and are available for use in the Instructional Media Center at Harbor.

Evaluation: The audio tapes are currently being used in History Eleven classes at both Harbor and Los Angeles Trade-Tech. and are applicable to most any general history or communications course. Since the materials can be viewed by the students at their leisure, they afford an excellent opportunity both for students who have missed classes to review the material, and for students who wish to pursue attainment of the course objectives in less than the scheduled semester hours.

Recommendations: The materials should be demonstrated to faculty and made available for use by faculty throughout the district.

College: Los Angeles Harbor College

Project Title: Management by Objectives

Project Director: Barbara Wright

Description of Project: This project entailed a "needs assessment" of the nursing and home economics division, a workshop for nursing faculty and a program defining and prioritizing the key functions of each chairperson within the nursing and home economics division.

Evaluation: The fact that this project involved twenty members of the nursing and home economics division is notable. Not only did the project yield important needs assessment data for the division but a team effort was realized with respect to defining the key functions of department chairpersons and subsequently the writing of specific performance objectives for the programs and classes. In other words, this was a comprehensive effort at staff development as well as instructional and curricular development. Such efforts should be applauded and encouraged among other departments or divisions.

Recommendations: Other departments within the school and district should be made aware of the process used by this division including the matrix or grid of responsibilities defined for department chairpersons. Many other departments or divisions could benefit and most certainly the process would be beneficial to other nursing and home economics divisions through the district.

College: Los Angeles Harbor College

Project Title: Multi-media approach to Drafting I

Project Director: William L. Heffern and Reith K. Paine

Description of Project: Three basic topical areas of general drafting were developed into video, slide and audio tape learning modules focusing on both conceptual understanding and technical demonstration of information in the areas of basic drafting tools, isometric drawing and section conventions.

Evaluation: The flexibility offered by this program benefits many students in many different ways. First of all, students enrolling at various times during the first few weeks of classes are able to review the information they have missed and more easily "catch up" with their classmates. Secondly, at the beginning of a term, all students have their achievement level with reference to the course content diagnosed and can enter the course at a level appropriate to their background and skills in drafting. Further, once into the course students can advance at their own pace. All of this individual attention to the students enrolled can take place without placing undue demands upon instructors, leaving them time to assist with more specific learning problems.

Recommendations: The modularized approach to learning basic skills and the increased instructional effectiveness of the instructors in whose audience, not only because of the modularized approach, but also because of the necessary, but frequently lacking diagnostic element which makes it more effective.

College: Los Angeles Harbor College

Title of Project: The use of the Computer as an aid to the instruction of psychology.

Project Director: Jo Rae T. Zuckerman

Description of Project: The objectives of this project were threefold: 1) to place a library of test questions commonly used by psychology instructors in the memory bank of the district computer, 2) to program into the computer a retrieval system for testing in psychology which provides students with immediate feedback concerning their performance, and 3) to program the computer to evaluate a class performance providing instructors with an overall measure of their instructional effectiveness.

Evaluation: This project has not yet been completed. However, a base library of test questions has been obtained and a retrieval system has been programmed. Once established, this test bank and feedback program would be of great benefit to the psychology teaching staff at Harbor as well as any other college within the district.

Recommendations: Depending upon the final results of the project, evaluations should be initiated concerning the quality and continuing assessment of the individual test items. The items must be screened and validated according to appropriate statistical requirements. The project itself should be demonstrated to faculty at other campuses to stimulate and promote use of the item bank and to encourage faculty in other departments to develop equivalent test banks in their disciplines.

College: Pierce

Project Title: A Geologic Field Trip through a portion of the Santa Monica Mountains

Project Directors: Barry Haskell and Ruth Lebow

Description of Project: A geologic field trip through the Santa Monica Mountains was simulated in this project through the use of audio-visual media, color slides and taped scripts. This instructional sequence augments actual field trip experience required in every natural science course.

Evaluation: This instructional sequence is especially valuable for students in the community colleges. Field work is a most exciting and stimulating experience but many students are unable to participate in such trips because of work commitments or physical handicaps. As a result, they are deprived of the benefits of such trips. Now, the students can enjoy the experience of the natural environment through this simulation and, since the learning experience is self-paced and self-initiated, they can view it at their leisure.

For students who can take the field trips, the simulation provides excellent preparation for the field trips as well as a mechanism for review as means of reinforcing their learning. This presentation was so successful that spin-offs have already occurred, efforts the underway to prepare simulated media presentations in biology and other sciences as well.

Recommendations: Without question, these materials should be demonstrated to faculty on other campuses and duplicated and stored in the instructional aids library. Projects of a similar nature should be encouraged in subsequent funding programs.

College: Pierce

Project Title: The Immunofluorescent Laboratory Detection of Canine Distemper

Project Director: Donna L. den Boer

Description of Project: This project involved the establishment of a working laboratory for students in the Animal Health Technician program (Veterinary Assistant Program) and instruction in the immunofluorescent method, the newest advance in veterinary medicine to diagnose distemper in animals.

Evaluation: The establishment of this laboratory assures that the students in this program will be able to exhibit proficiency in laboratory work and in the special technique of diagnosing distemper. In addition, the college will be able to provide a valuable service to veterinarians in the area and community pet owners, providing the newest methods of distemper detection.

Because of this grant, the development of the veterinary program has been expanded and they expect to receive accreditation for their program.

Recommendations: More publicity about the laboratory should be given to both veterinarians and members of the community. Demonstrations and tours of the laboratory should also be included in community and outreach programs.

College: Pierce

Project Title: Perception and Communication in a Changing World

Project Director: Milton Hirschl

Description of Project: This project involved the preparation and development of two tape-slide presentations for interdisciplinary presentation. Two hundred and sixty-four slides were prepared with accompanying audio narrative.

Evaluation: Four regular college classes were integrated into a one-year multi-course, interdisciplinary curriculum introducing a new concept of general education. Student acceptance of the course is excellent and team teaching among the four teachers has been successful. In fact this interdisciplinary course has been so successful that extensions of the plan to other classes and disciplines are currently underway.

The course is organized in such a way that each of the departments involved (art, english, anthropology and sociology) can award specific, transferable, general education credit for the work done rather than listing an elusive, non-defined course on a student's transcript. The college faculty and administrative support which has allowed this to be done is one of the most encouraging signs toward instructional innovation we have seen. In addition, the emphasis on planning for the future on the basis of the experiences of the past will be of major benefit to students as they cope with the ever-changing society, and also introduce those of them considering further enrollment at a four-year institution an introduction to a topic which is increasingly being focused upon in many academic disciplines.

Recommendations: The conceptualization and implementation of this project should be of wide concern within the district because it represents an apparently successful attempt to operationalize certain currently fashionable "catchwords" of education: interdisciplinary, team-teaching, active participation and congruent learning experiences. Both the chronicled process by which this approach evolved and was accepted into the curriculum and the media product itself should be presented to a wide range of faculty in the district.

College: Southwest

Project Title: Black Labor: History and Prospects; Labor Law and its application to minorities.

Project Director: William Doyle

Description of Project: Two courses particularly responsive to the special needs of minority students were developed, accepted by the LASC curriculum committee and will be offered in the Fall, 1975 as part of the new black studies program.

Evaluation: No equivalent courses existed in the District prior to this project and both courses made a significant contribution to the general education electives program available.

Both courses will be available in the evening as well as the day program and will therefore be of great benefit to many of the students who work in the day and who need to have knowledge of how unions work. The fact that both courses were developed with considerable input from students and community experts assures that the courses are not only responsive to the needs of the students but that they can act as a bridge between the black community and organized labor.

In addition, the development of these courses has had a significant impact on the college in that the history department was formerly "overstaffed". By adding this highly worthwhile course to the departmental offerings, the faculty-assigned time to teaching will be more efficient.

Recommendations: Course materials should be duplicated and workshops held to help faculty on other District campuses develop and implement similar types of courses, particularly where sizeable numbers of black and other minority students are enrolled.

College: Southwest

Project Title: Computer Associated Instruction: Programs Developed for Remedial English, Phase II.

Project Director: Catherine Hershberger

Description of Project: Instructional sequences were developed to provide students with individual course segments in English concerned with the identification and remediation of specific language problems (e.g. spelling, diction, and punctuation), enabling them to focus on their particular problems. In addition, the program results provide the instructor with a profile of each student's strengths and weaknesses with respect to these skills.

Evaluation: The computerized instructional sequences developed in this project represent the continuation of a project of computer assisted instruction developed previously which together have resulted in decreasing both student and instructor time necessary for student acquisition of necessary basic skills in English.

These sequences supplement the English courses offered at Southwest, and as such, have been of great assistance to the faculty in that department and we have verified that they enthusiastically endorse the course and recommend it to their students.

Recommendations: Although these program sequences were announced at District meetings, more efforts should be made to alert individual faculty members of the colleges, especially those in English departments, to their existence and establish a mechanism through which these programs can be accessed through the District computer for all students.

College: Southwest

Project Title: Library Orientation

Project Director: Alyce Robinson

Description of Project: A lecture-media course was developed and validated to introduce students to the library, emphasizing the organization and use of library services and resources, and including practice in library research and the preparation of bibliographies. The intent of the course is to relate to students the significance of the library as an instructional resource center and to give them practice in library research so that they may learn special skills that will enable them to better prepare class assignments.

Evaluation: The stated goals of this project were accomplished and the course is now required of all entering freshmen at Southwest College. Student evaluations of both the course and materials developed have been overwhelmingly positive; more students enrolled in the course each semester even before it was required, and student retention has been exceptionally high.

The course provides a great service to the faculty in all courses, particularly in the English department. All entering students are now trained to utilize library resources for all of their succeeding classes, enhancing their learning potential far beyond this course.

The course and course materials are replicable and have been demonstrated by Ms. Robinson at national conferences, California library association workshops and the clearinghouse on library instruction at UCLA.

Recommendations: Since this program could be of great benefit to and has the potential for use at other district campuses, it should be presented at a district Library Coordinator's meeting and demonstrated to faculty throughout the State. The materials are reproducible and should be packaged for use throughout the state's community colleges. They also have excellent potential for national publication.

College: Trade-Tech

Project Title: Air Conditioning and Refrigeration Equipment Installations:
Color Slide Presentations.

Project Director: Richard F. Cram

Description of Project: A set of 35 mm. slides and accompanying narrative was developed to integrate with a course in which students formerly were required to undertake many field trips to buildings and construction sites in order to view different types of air conditioning and refrigeration equipment. Furthermore, classes were usually denied access to particularly important construction sites, where the process of installation and more complete viewing of the equipment is possible.

Evaluation: These materials were replicable and can be used by a variety of instructors teaching in the Electrical-Mechanical department at Trade-Tech or any other college in the District or State. They should, in fact, be made a part of the instructional aid library on every district campus. Not only do these materials allow students to see the finer details of air conditioning and refrigeration equipment than would be possible through traditional field trips, but enormous amounts of time can be saved for both students and faculty by eliminating the necessity of making these field trips, many of which could be potentially hazardous.

In addition, the packages have been developed so that they may be constantly up-dated to reflect new types of equipment that are marketed, keeping students abreast of new technology at all times.

Recommendations: Not only should these materials be showcased because of their potential value to other instructors in the field, but because they provide evidence to faculty of the many creative ways in which media can be incorporated into all kinds of courses, including courses of a highly technical vocational nature.

College: Trade-Tech

Project Title: How to indicate photos with markers: type indications, production of a three color ad and typographic copy casting.

Project Director: Jim F. Gindraux

Description of Project: Four separate demonstrations of processes used in commercial art were developed and integrated into the commercial arts courses. The materials consist of a series of 35mm. slides plus 8mm. film and narration.

Evaluation: Both student reaction to the materials and achievement during its use were positive. Students are able to attend to a number of minute details that are difficult to observe in a traditional classroom demonstration, particularly where the skills involve very precise handskills.

The materials are replicable and can be incorporated into any commercial art program either as an exposure to the field in high schools or as an instructional aid at the college level. The materials thus have excellent potential for sale and could also be used in out-reach programs to recruit students into commercial art.

Recommendations: The materials should be showcased in a workshop for faculty in the district as well as for high school and commercial art establishments. The materials should be packaged for wider dissemination and workshops should be held to acquaint faculty with the way in which media can be used to implement vocational courses by highlighting important details that would be missed through normal teacher demonstrations.

College: Trade-Tech

Project Title: Instructional Units for Technical Illustration

Project Director: Laura Ann Gilchrist

Description of Project: A series of slides and motion pictures films were developed to demonstrate five instructional sequences which were incorporated into the technical art instructional program.

Evaluation: Evaluation of the materials developed indicate that not only have students learned the subject content, but an important side-effect has been the improvement of their note-taking skills. Because of this course structure, students are able to immediately see a direct relationship between their notes and the tests which are given.

The materials are replicable and can be used by other instructors within the department as well as other faculty in the district. Students are able to proceed at their own pace and are able to observe more detail than would normally be the case in the traditional classroom demonstration -- both very sound educational principles.

Recommendations: The materials should be duplicated and stored in the instructional aids library. Workshops should be held to acquaint faculty at other campuses with both the process and the content of these materials.

College: Valley

Project Title: The Dynamics of Group Communication: How to prepare and present a successful program.

Project Director: John A. Buchanan

Description of Project: A new course which teaches the practical skills of organizing and presenting various kinds of programs (e.g. workshops, conferences, panel presentations, etc.) was developed, approved and incorporated into the curriculum of the speech department. In addition, a syllabus and manual to guide the instructor and the students was developed and is used as the basic text for the course.

Evaluation: Not only does this course offer a new dimension to the speech curriculum at Valley, but it could easily be offered on other district campuses as well. This is very beneficial, since no other equivalent course has been available previously in the district. In fact, two colleges have been consulting with Mr. Buchanan in order to implement the course on their campuses.

The course teaches highly valuable skills which are necessary in a wide range of occupations. It is particularly well-suited for students who plan to enter any number of business occupations, especially at the middle management level, but it is also applicable for faculty and administrators and could be an integral part of a district-wide professional development program.

The syllabus and manual are extremely well-written, and to our knowledge, nothing of comparable quality exists on the topic.

Recommendations: The course materials should be packaged for publication and broader dissemination. Mr. Buchanan should hold a workshop both to teach faculty the skills necessary to plan and implement such programs for their own development and the institution of similar courses for their students. The particular methodology used in this course is highly recommended, as the students gain practical experience through simulations and field projects. Follow-up evaluations should be made of students' use of these skills in their occupations, as it is likely that the course materials hold great potential for in-service business training programs.

Efforts should be made to make these materials known and available to other educational institutions as well. In fact, the Center for Professional Development of the California State University and Colleges system is interested in pursuing the use of these materials in their campus workshops, and it is likely that other institutions would benefit from the use of these quality materials as well.

College: Valley

Project Title: Interdisciplinary Humanities: Multi-image Productions

Project Director: Shannon Stack

Description of Project: Two multi-media productions were developed for use by the humanities division: one on the life and times of Richard Wagner, the other on the artist Goya. Both sequences will be incorporated into several existing courses in the humanities.

Evaluation: Both of the productions involve integrated presentations of music, art, theater arts, philosophy, literature and cultural history, and as such are powerful tools to promote students' understanding of the interrelationships which exist between the various individual disciplines that comprise the humanities. In fact, they embody the very essence of the words interdisciplinary and humanities.

Not only do these productions showcase the rich possibilities of using sophisticated media techniques for educational purposes, but they are extremely well-suited for community enrichment programs, and can be offered both on campus as well as off-campus for interested members of the community. These productions should also provide stimulation to faculty on other campuses to use media and could be a focus of a staff development workshop on media and technology.

Recommendation: Ms. Shannon should demonstrate her project to faculty on other district campuses to stimulate them to the possibilities of media. Copies of the productions should be produced so that other campuses can use them either in courses or in community enrichment programs.

The following projects were not completed at the time of this evaluation:

<u>Project Title</u>	<u>Project Director</u>	<u>College</u>
Human Services Employment Project	Hyman Weintraub	East
Computer Aided Architectural Design	William Burchfield Osamu A. Wakita	Harbor

A P P E N D I X B

Analysis by College and Amount of Funds

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development

Office of Instructional Development

INSTRUCTIONAL DEVELOPMENT GRANTS
1973-74
by College

LOS ANGELES CITY COLLEGE

<u>Project Title</u>	<u>Faculty Grantee</u>	<u>Amount</u>
Software for Computer Assisted Instruction for Students in Law and Law Related Courses	John C. Weaver	\$3,371
Development of Tutorial and Media Aids for Disadvantaged Students in Dental Assisting	Barbara Blade	3,414
Mexican-American Contributions in U.S. History: A Multi-Media Program	Armando Cisneros	3,500
Audio-Tutorial Instructional Slides for Use in Harmony I	Florence Jolley	3,366

EAST LOS ANGELES COLLEGE

Visiting Dignitary Program	Hyman Weintraub	3,000
The Establishment of an Experimental College and In-Service Training Program	Louis Sarracino	3,500
Human Services Employment Project	Hyman Weintraub	3,500
Mural Painting Today	Roberto Chavez	3,500
Instructional Films for the Area of Underwater Photography	Joseph Lingrey	3,500

LOS ANGELES HARBOR COLLEGE

The Use of the Computer as an Aide to the Instruction of Psychology	Jo Rae Zuckerman	3,500
Computer Aided Architectural Design	William Burchfield Osamu A. Wakita	3,500
Management by Objectives (Continued)	Barbara Wright	3,881

Instructional Development Grants
1973-74
by College

LOS ANGELES HARBOR COLLEGE (cont'd.)

<u>Project Title</u>	<u>Faculty Grantee</u>	<u>Amount</u>
Development of "New" Instructional Media	Sally Gay	\$3,500
Expansion of an Audio-Tutorial Program including Tapes and Outline for History 11	Jack Radabaugh	3,500
Multi-Media Approach to Drafting I	William Heffern Reith Paine	3,500
Architectural Video Tape	Osamu Wakita William Burchfield	3,500

LOS ANGELES PIERCE COLLEGE

An Immunofluorescent Laboratory for the Diagnosis of Dog Distemper	Donna den Boer	3,500
Perception and Communication in a Changing World - A Multimedia Interdisciplinary Program	Milton Hirschl	3,500
Geological Field Trips via Self-Paced Programmed Instruction	Barry Haskell Ruth Lebow	3,500

LOS ANGELES SOUTHWEST COLLEGE

Computer Assisted Instruction: Program Development for Remedial English	Catherine Hershberger	3,500
Library Orientation	Alyce Robinson	2,000
Research and Development for New Courses: Black Labor: History and Prospects	William Doyle	3,500

LOS ANGELES TRADE-TECHNICAL COLLEGE

Media Materials for Air Conditioning	Richard Cram	1,780
Slide and Tape Presentations for Technical Illustration	Laura Gilchrist	3,494

(Continued)

Instructional Development Grants
1973-74
by College

LOS ANGELES TRADE-TECHNICAL COLLEGE

<u>Project Title</u>	<u>Faculty Grantee</u>	<u>Amount</u>
Photo Indication Technique	Jim Gindraux	\$ 700
Paste-Up Production of a Two-Color Ad	Jim Gindraux	700
Type Indication for Advertising	Jim Gindraux	700
Techniques in the Use of Production Hand Tools	Jim Gindraux	700

LOS ANGELES VALLEY COLLEGE

Group Dynamics in Oral Communication	John Buchanan	1,496
Interdisciplinary Humanities Multi- Image Productions	Shannon Stack	3,500

TOTAL AMOUNT FUNDED		<u>\$84,221</u>
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APPENDIX C

Analysis by Objective

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development

Office of Instructional Development

INSTRUCTIONAL DEVELOPMENT GRANTS

1973-74

Classified by Objective

DEVELOPMENT OF COMPUTER RELATED INSTRUCTIONAL MATERIALS

<u>Project</u>	<u>College</u>
Software for Computer Assisted Instruction for Students in Law and Law Related Courses	City
The Use of the Computer as an Aide to the Instruction of Psychology	Harbor
Computer Assisted Instruction: Program Development for Remedial English	Southwest
Computer Aided Architectural Design	Harbor

DEVELOPMENT OF INSTRUCTIONAL DESIGN

Visiting Dignitary Program	East
An Immunofluorescent Laboratory for the Diagnosis of Dog Distemper	Pierce
Library Orientation	Southwest
Group Dynamics in Oral Communication	Valley
The Establishment of an Experimental College and In-Service Training Program	East
Research and Development for New Courses: Black Labor: History and Prospects	Southwest
Management by Objectives	Harbor

DEVELOPMENT OF STUDENT SERVICES

Human Services Employment Project	East
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Instructional Development Grants
1973-74
Classified by Objective

DEVELOPMENT OF MEDIA ORIENTED INSTRUCTIONAL MATERIALS

<u>Project</u>	<u>College</u>
Mural Painting Today	East
Development of "New" Instructional Media	Harbor
Perception and Communication in a Changing World - A Multimedia Interdisciplinary Program	Pierce
Media Materials for Air Conditioning	Trade-Tech
Slide and Tape Presentations for Technical Illustration	Trade-Tech
Photo Indication Technique	Trade-Tech
Paste-Up Production of a Two-Color Ad	Trade-Tech
Type Indication for Advertising	Trade-Tech
Techniques in the Use of Production Hand Tools	Trade-Tech
Development of Tutorial and Media Aids for Disadvantaged Students in Dental Assisting	City
Mexican-American Contributions in U.S. History: A Multi-Media Program	City
Audio-Tutorial Instructional Slides for Use in Harmony 1	City
Instructional Films for the Area of Underwater Photography	East
Expansion of an Audio-Tutorial Program including Tapes and Outline for History 11	Harbor
Architectural Video Tape	Harbor
Multi-Media Approach to Drafting I	Harbor
Geological Field Trips via Self-Paced Programmed Instruction	Pierce
Interdisciplinary Humanities Multi-Image Productions	Valley

LOS ANGELES COMMUNITY COLLEGE DISTRICT

INSTRUCTIONAL DEVELOPMENT GRANT

PROGRAM GUIDE

1975-76

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT

Office of Instructional Development

February 1975

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LOS ANGELES COMMUNITY COLLEGE DISTRICT

- Instructional Development Grant Program Guide -
1975-76

I. PURPOSE

The purpose of the Instructional Development Grant Program is to encourage the professional staff to develop innovative strategies and techniques to facilitate the educational process.

II. GOALS

The goals of the Instructional Development Grant Program are:

To provide incentives for faculty contributions in the design and implementation of innovative instructional strategies and methods.

To encourage development in the areas of counseling guidance and other student services.

III. PROJECT CLASSIFICATIONS

Instructional development projects may be submitted through the appropriate dean at the college in one of the following classifications:

Computer Related Instruction

Grants may be awarded to develop:

1. Instructional methods, programs and materials to facilitate instruction in operation and application of the computer.
2. Programs for computer assisted instruction.

The primary objective of these grants will be to provide incentives and support to achieve maximum utilization of campus computer systems and interactive terminals to facilitate instruction.

Instructional Design

Projects in this classification include development of instructional objectives, innovative teaching methods, organization of subject matter in an existing course, or in modules which may have application to a number of courses, and other projects that do not primarily deal with media oriented or computer related instruction.

Media Oriented Instruction

This classification includes the development of instructional systems which primarily utilize combinations of audio, video, slides, films, filmstrips, or other media to facilitate learning. A project may be proposed to develop a number of modular instructional units or an entire course as a Coordinated Instructional System.

Student Services

Student personnel services is recognized as an important aspect of instructional development. Projects proposed in this area should have as their primary objective the development of innovative methods and procedures for improvement of counseling, guidance, student information and activities, and other student support services.

Staff Development

Group certificated staff development projects should be proposed for funding as Expanding Horizons programs. The criteria for funding and application forms are published in the current Expanding Horizons Guide which may be obtained from the Office of the College President or the Director of Instructional Development at the District Office, extension 346.

Research

Proposals to do research which is directly related to the goals established for instructional development may be proposed to be funded as instructional development grant projects.

IV. ELIGIBILITY REQUIREMENTS

Applicants must be full-time contract or regular certificated employees of the Los Angeles Community Colleges. Applications in which two or more persons cooperate or in which persons from different colleges cooperate are eligible for support.

V. DURATION OF PROJECTS

Projects may be accomplished during the academic year, the summer, or during sabbatical leaves.

VI. PROJECT PROPOSAL

Applicants for Instructional Development Grants must submit a Project Proposal which includes a description, a statement of purpose, objectives, budget, methods of evaluation, and a statement by the College President concerning the significance of the project to the college. See Exhibit A for proposal format.

VII. BUDGET

The following expenses are allowable:

- a. Books and Publications
- b. Personnel Services. Services directly related to the project may be allowed for student assistants, etc. Requests for support for more than one student assistant will require substantial evidence of need.
- c. Equipment Rental. Rental of equipment is permitted. Purchases of major equipment will not be allowed. The evaluation committee will decide whether the cost of incidental or expendable materials is allowable. Materials acquired under a grant (other than books and publications) become the property of the District.
- d. Expendable Supplies and Materials
- e. Communications
- f. Other Expense. If your budget does not fit any of the above mentioned categories, enter under "other" with adequate explanation.
- g. Stipend. A stipend requested at the supplemental pay rate. The total stipend approved shall be awarded for completion of a specific project without regard to the actual period time subsequently involved.
- h. Released time or substitutes will not be funded from the District budget, but may be funded from the College budget.
- i. If the total budget exceeds \$3,500, a written justification must be attached to the application.

VIII. INSTITUTIONAL ENDORSEMENT

Project proposals must be endorsed by the College President and be accompanied by a statement from him concerning the value of the project in relation to institutional goals and objectives. The college may rank proposals by submitting a list of proposals in a priority order accompanying the applications.

IX. SELECTION OF PROPOSED PROJECTS FOR FUNDING

Grants will be awarded on a merit and competitive basis. Proposals will be judged in terms of their promise to achieve their objectives and contribution to the development and/or support of the educational process. Proposals that will be substantially utilized by other faculty will be ranked higher than those that benefit only an individual faculty member.

Procedure

Proposed projects will be screened first by the District Committee that has responsibility to represent the function to the Division of Educational Planning and Development.

Classification of Proposal

Screening Committee

Computer Related Instruction	CRI Committee
Instructional Design	Curriculum Coordinating Committee
Media Oriented Instruction	Library/Learning Resources Committee
Student Services	Student Personnel Committee
Staff Development (Expanding Horizons)	Professional Development Committee
Research	Research Committee

The recommendations of the functional committees will be forwarded to the Instructional Development Grant Committee which shall have the following membership:

Vice Chancellor, Educational Planning and Development
Ex-Officio Chairman

- 1 College President
- 1 Dean of Instruction
- 1 Dean of Student Personnel Services
- 1 Dean of College Development
- 1 Faculty representative selected by District Senate
- 1 Counselor selected by Academic Senates
- 3 Teaching Faculty

Colleges will be selected on a rotating basis in alphabetical order.

The Director of Instructional Development will serve as the executive secretary to the Committee and shall be a non-voting member.

The Instructional Development Grant Committee shall review the action recommended by the Functional Committee concerning each proposed project and make a recommendation to the Vice Chancellor of Educational Planning and Development.

Any person whose proposal was not funded can request a meeting with the Director of Instructional Development to discuss the reasons that a particular project was not chosen for funding.

X. DEADLINE FOR APPLICATION

The original plus nine (9) copies of approved project proposals are to be forwarded to the Vice Chancellor of Educational Planning and Development according to the published schedule.

XI. ANNOUNCEMENT OF AWARDS

To be made by the Chancellor.

XII. FINAL REPORT

Instructions and format for the submittal of the final report and evaluation is presented in Appendix B.

XIII. REGULATIONS REGARDING PUBLICATIONS

Recipients of grants are under obligation to credit the Los Angeles Community College District in any publications emerging from grant activities. The District shall be provided with five copies of any publication resulting from or primarily related to work performed under such grants.

XIV. CHANGE OF PLANS

In the event that the applicant has a change of plans which may affect the grant, e.g., support from another source, discontinuance of the project, separation from the institution, etc., it is required that he immediately notify the appropriate dean, who will transmit the information to the Vice Chancellor, Chairman of the Committee.

XV. PROPERTY RIGHTS AND PUBLICATIONS, TEACHING AIDS, MATERIALS AND EQUIPMENT WRITTEN OR DEVELOPED BY FACULTY AND STAFF MEMBERS

a. All property rights in books written, teaching aids developed (including workbooks, laboratory manuals, transparencies, tapes, films, and the like) and equipment designed or invented shall belong to the staff member or members who shall have written, developed, or designed such materials in conjunction with his or her teaching assignment, with any extended or released time or assigned project authorized or directed by the District, or written, developed, or designed prior to becoming a member of the District staff. Such property rights shall, subject to paragraph C hereof, include:

1. The right to publish for private profit and the right to copyright any book, manual, or printed official material, and
2. The right to negotiate privately with any person, firm, or corporations, for the manufacture of any equipment or teaching aid, and the right to acquire any patent rights which may be obtainable thereon.

- b. The property rights and joint projects of staff members undertaken either as part of a teaching assignment, released time, or assigned projects, or on their own time, shall be shared by the participants in such manner as they shall agree in writing.
- c. Notwithstanding the property rights of any staff member or members in any such books, teaching aids, or equipment published, developed, or designed by said staff member or members, the District shall, to the extent that said book, teaching aid, or equipment was written or designed in conjunction with an extended or released time project or program, have a joint property right therein.

Said joint property right shall entitle the District to use or purchase said book, teaching aid, or equipment regardless of copyrights or patents thereon and exclusive of any royalties, commissions, or other pecuniary profit to the applicable staff member or members until such time as the District has been reimbursed from said royalties, commissions or other pecuniary profit to the extent and amount that the District paid for that part of the project or program which resulted in the creation of the book, teaching aid or equipment, not to exceed the staff member's pay rate for his particular salary category and such other costs as may be involved in the project.

Once reimbursement for such extended or released time has been made, any joint property rights of the District shall cease and all royalties, commissions, or pecuniary profit thereafter earned by the sale of said book, teaching aid, or equipment, to any purchaser thereof shall belong exclusively to the staff members.

- d. A staff member by executing an employment contract with the District hereby agrees to give the District the joint property rights herein above described.

A P P E N D I X A

PROPOSAL FORM AND INSTRUCTIONS

INSTRUCTIONS FOR APPLYING FOR AN INSTRUCTIONAL DEVELOPMENT GRANT

1. Read the "Instructional Development Grant Program Guide."
2. Note the dates in the 1975-76 Calendar for Instructional Development Grants.
3. Complete a project proposal form.
4. Forward the proposal to the Dean with jurisdiction over the project.
5. The College President will forward nine (9) copies of the recommended proposals to the Vice Chancellor of Educational Planning and Development.
6. For additional information and assistance contact:

Dr. Louis F. Hilleary
Director, Instructional Development
380-6000, extension 346

CALENDAR FOR INSTRUCTIONAL DEVELOPMENT GRANTS

1975-1976

APRIL 1, 1975	Proposals due in Office of Vice Chancellor of Educational Planning and Development
MAY 30, 1975	Announcement of Awards
JUNE 30, 1976	All Projects must be completed or a request for extension made to the Vice Chancellor of Educational Planning
JULY 31, 1976	Final Reports due

Projects to be accomplished in the Summer of 1976 should be submitted as Grant Proposals for the 1976-77 funding period.

LOS ANGELES COMMUNITY COLLEGE DISTRICT
Division of Educational Planning and Development

INSTRUCTIONAL DEVELOPMENT GRANT
PROJECT PROPOSAL
1975-76

Classification: (Check one - reference Section III of Program Guide)

☐ Computer Related Instruction

☐ Instructional Design

☐ Media Oriented Instruction

☐ Student Services

☐ Research

TITLE OF PROJECT

Submitted by _____

College _____ Date _____

Recommended to the College President by:

Dean Date _____

Statement by College President

Recommendation by College President:

Strongly recommend ☐

Recommend ☐

College President Date _____

IDG
Project Proposal - 1975-76
Page 2

Project Title _____

Description of Project (Describe the activities which are proposed
in specific terms)

Purpose (State briefly the specific purposes of the Project)

Objectives (State in specific terms the measurable objectives)

Benefits (Describe the benefits to the College and the District)

Project Title _____
Submitted by _____
College _____

PROJECT BUDGET

	<u>Hours</u>	<u>Rate</u>	<u>Total</u>
Supplemental Pay*	_____	\$ 11.06	_____
Professional Expert	_____	\$ 10.00	_____
Student Assistant	_____	\$ 2.25	_____
Supplies			_____
Equipment Rental**			_____
Printing			_____
Other			_____
	Total***		=====

*Stipends for certificated employees of the District will be paid as supplemental pay. Stipends for non-district personnel will be paid as "professional expert" time.

The District Personnel Rules limit the amount of extra pay that a certificated employee may receive, including evening assignments, to 40 hours per pay period.

**If the item of equipment is essential to the future use of program or materials to be developed, the college should indicate how it will be funded after the project year.

***If the total amount of funds requested exceeds \$3,500, attach a justification.

APPENDIX B
FINAL REPORT FORM AND INSTRUCTIONS

LOS ANGELES COMMUNITY COLLEGE DISTRICT

INSTRUCTIONS FOR WRITING
THE FINAL REPORT FOR

INSTRUCTIONAL DEVELOPMENT GRANT PROGRAM - 1975-76

DIVISION OF EDUCATIONAL PLANNING AND DEVELOPMENT
Office of Instructional Development

I. General Information

In order to properly review and evaluate each of the completed projects funded under the Instructional Development Grant Program, each grant recipient is asked to submit a final project report.

II. Format for the Final Report

- A. The final report should be single spaced and limited to no more than four pages, plus the Expenditure Summary.
- B. A cover page should be prepared in the format of the sample attached.

III. Content

The report should contain the following sections:

- A. Description - This section describes the project and related activities.
- B. Purpose - In this section describe briefly why the project was undertaken.
- C. Benefits - This section describes the major benefits to the college and the District.
- D. Dissemination - This section describes the plans for dissemination or implementation of the project results. More specifically, it should explain how the outcomes will be used by the college and the District.
- E. Evaluation - In this section present in specific and measurable terms an evaluation of the outcomes as compared to the purposes, objectives, and benefits described in Sections A, B, and C.
- F. Expenditure Report - Use the format attached.

LOS ANGELES COMMUNITY COLLEGE DISTRICT

INSTRUCTIONAL DEVELOPMENT GRANT PROGRAM
1975-76

Final Report

Title: _____

Project Director: _____

Grant Year _____

Date Completed _____

Reviewed by _____
Dean Date

Approved by _____
College President Date

INSTRUCTIONAL DEVELOPMENT GRANT

EXPENDITURE REPORT

Project Director _____

College _____

Time Period: From _____ to _____

SUPPLEMENTAL PAY

Paid to	Hours	Amount
_____	_____	\$ _____
_____	_____	_____
_____	_____	_____
TOTAL SUPPLEMENTAL PAY		\$ _____

PROFESSIONAL EXPERT

Paid to	Hours	Amount
_____	_____	\$ _____
_____	_____	_____
TOTAL PROFESSIONAL EXPERT		\$ _____

STUDENT ASSISTANTS..... \$ _____

SUPPLIES..... \$ _____

EQUIPMENT RENTAL..... \$ _____

(Describe items rented and time period of rental - If this equipment is necessary for continuation of activity, attach an explanation of how the college will provide the equipment)

PRINTING \$ _____
(Give detail)

OTHER EXPENSE (DESCRIBE)..... \$ _____

UNIVERSITY OF CALIF.
LOS ANGELES

OCT 31 1975

TOTAL PROJECT EXPENDITURES \$ _____

CLEARINGHOUSE FOR
JUNIOR COLLEGES